STUDENT READINESS RUBRIC
Levels of Computer Readiness

LEVEL	LEVELS OF MOTIVATION READINESS	LEVELS OF FUNCTIONALITY READINESS	LEVELS OF COGNITION READINESS	LEVELS OF READING & WRITING READINESS
1	The learner demonstrates the ability to maintain eye contact with a target or object displayed on the computer screen for a specified time period and reacts to visual and/or auditory prompting by demonstrating the desire to repeat the activity with adult coaching.	The learner demonstrates the ability to activate an appropriate computer input devices after seeing and/or hearing the software program prompts with adult coaching.	The learner demonstrates skill in early learning; such as, letter and number concepts and use of language to apply academic concepts by activating appropriate computer input devices in respond to the software program's auditory and/or visual prompting with adult coaching.	The learner demonstrates ability to apply functional life skills by activating appropriate computer input devices in respond to the software program's auditory and/or visual prompting with adult coaching.
2	The learner demonstrates the ability to react to cause and effect software programs auditory or visual prompts by using an input device; i.e., switch, adaptive mouse, TouchWindow® in reaction to demonstrates understanding that she/he is in control over what is happening on the computer screen.	The learner demonstrates the ability to sustain attention on the content presented by the educational software programs by head tilt, utterance, or eye gaze with adult prompting and coaching.	The learner correctly identifies an object or action within the software programs' tasks by activating appropriate computer input devices when given a choice between it and a distracting object with minimal adult supervision and support.	The learner is able demonstrate the ability to use an adaptive keyboard device and talking word processor, if applicable, such as, i.e., Writing-Out-Loud®, BigKeys,® Intellkeys®, on-screen keyboar, or AlphaSmart®, to complete an assigned writing task with adult supervision and coaching.
3	The learner demonstrates deliberate and purposeful interaction with an input device moving from multiple, random input attempts toward deliberate and appropriate device mastery with adult coaching.	The learner is able to remain engaged in the software program's tasks by activating appropriate computer input devices for a specified length of time to absorb information with adult coaching.	The learner begins to engage in collaborative/peer tasks by demonstrating the ability to take turns during educational software 'gaming' by activating appropriate computer input devices with adult supervision and adult coaching.	The learner is able to demonstrate the ability to use an adaptive keyboard device and talking word processor, if applicable, such as, i.e., Writing-Out-Loud®, BigKeys®, Intellkeys®, on-screen keyboard, or AlphaSmart®, to complete an assigned writing task with minimal adult supervision and support.
4	The learner realizes that she/he controls the computer and the software program by demonstrating willingness to work toward mastery of the appropriate input device to produce the desired results with minimal adult supervision.	The learner is able to remain engaged in the software program's tasks by activating appropriate computer input devices for a specified length of time to absorb information independently.	The learner engages in collaborative activities by demonstrating the ability to share thoughts and/or information with a fellow student to complete an assigned computer based activity with adult supervision and coaching.	The learner demonstrates the ability to use an adaptive keyboard device and talking word processor, if applicable, such as, i.e., Writing-Out-Loud®, BigKeys®, Intellkeys®, on-screen keyboard, or AlphaSmart®, to complete an assigned writing task independently.
LEVEL SCORE	MOTIVATION READINESS	FUNCTIONALITY READINESS	COGNITION READINESS	READING & WRITING READINESS